

GCE

Edexcel GCE

Modern Society (6455)

Summer 2006

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Mark Scheme (Results)

## 6455: Modern Society

### Section A

- 1 (a) Suggest one reason why a higher proportion of males than females may remain in their parents' home in each of the age groups reported above. (1)

Allow 1 mark for one possible reason - eg

- In many couples, the male partner is older than the female, suggesting females may leave home sooner than males;

or

- Females may be more self-sufficient and therefore move out sooner/idea of independence/changing status of women;

or

- Young, unattached females with children more likely to move out from parental home

or

- Historically more males have taken degree courses, more females have no qualifications suggesting that more males may be living at home for some of the time at least during or immediately after HE courses

- (b) Assume there were 4 million people in each of the six age and gender categories opposite and the numbers in each age group did not change over time. Calculate the change between 1991 and 2003 in the number of 20-24 year olds living with their parents. (2)

1991

2003

Male:  $50\% \times 4 \text{ mil} = 2.00 \text{ mil}$

Male:  $56\% \times 4 \text{ mil} = 2.24 \text{ mil}$

Female:  $32\% \times 4 \text{ mil} = 1.28 \text{ mil}$

Female:  $37\% \times 4 \text{ mil} = 1.48 \text{ mil}$

1991 total = 3.28 mil

2003 total = 3.72 mil

$3.72 \text{ mil} - 3.28 \text{ mil} = 0.44 \text{ mil}$

or

Total % increase on 4 mil =  $+6 + 5 = 11\%$ ,  $11/100 \times 4 \text{ mil} = 440,000$

Allow one mark if one of the 1991 or 2003 aggregate figures is correctly calculated; award 2 marks if correct answer is given.

Allow 2 marks if calculations are carried out correctly BUT SEPARATELY for males and females, with or without addition to give a total number.

- (c) Give two reasons to explain the changes in the pattern of family life shown in the table. (2)

Give one mark for each reason given - eg:

- Some young people may be in higher education until mid-twenties and burdened by the debts that implies;

or

- Some young people may be delaying leaving home because of economic necessity, such as difficulties entering the housing market or difficulty in finding employment;

or

- Some may simply choose to continue living with their parents, perhaps because the parents are elderly and require some care;

or

- The later age at marriage may also be a factor. In spring 2003 nearly three fifths of men aged 20 to 24 lived with their parents, compared with half in 1991. For women the proportion of 20 to 24 year olds living with their parents increased from a third to nearly two fifths;

or

- Changes in social acceptability.

- 2 (a) Taking the two constituencies together, what percentage of the electorate voted for a winning MP? (1)

D 25.6%

- (b) Give one reason which could explain why it is undesirable to have eight or more candidates in one contest. (1)

Award 1 mark for a pertinent response - eg:

More choice means that making a decision is more difficult

or

Eight or more candidates could make a choice seem so complicated some voters might decide to abstain - the easy option

or

With eight candidates it is very unlikely the winning MP would get more than half the votes cast.

No mark for simply saying more or too much choice without amplification.

- (c) Give one reason which could explain why it is desirable to have eight or more candidates in one contest. (1)

Award 1 mark for a pertinent response - eg:

More candidates means it is more likely there will be someone standing whom the voter knows or who more adequately represents one's view;

or

With eight or more candidates standing, campaigning is likely to be greater, so there will be greater interest in the election

No mark for saying that more choice is better without amplification

- (d) Give two reasons why discrepancies in the size of parliamentary constituencies are criticised as being bad for democracy. (2)

Give one mark for each reason (max 2) - eg

- democracy is 'one person, one vote' and 'one vote, one value' - big variations breach this principle and therefore undemocratic;

or

- big discrepancies can lead to unfairness so the person who came second in

constituency B (and lost) might have gained far more votes than the person who came top of the poll in the smaller constituency A;

or

- a key element of democracy is 'majority rule' - if many smaller constituencies were won by one party and larger constituencies by other parties, a party could win an election (i.e. gain a majority of seats) without gaining more votes than other parties, let alone a majority;

or

- it is obviously much easier for an individual MP to represent 30,000 people than 100,000 - therefore the service provided in larger-electorate constituencies may not be as good;

or

- Parties target constituencies differentially, therefore some voters do not have the possibility of voting for some parties that they may feel represent them better

(e) Suggest two reasons which could explain why a large number of candidates might be nominated to seek election in a parliamentary constituency. (2)

Give one mark for each reason (max 2) - eg

- In 1950s when many contests were 2 or 3 candidates there was greater consensus than now; by 2001 popular support had created **more parties**, so environmentalists wanted to vote for their own Green candidate rather than support Labour or Lib Dem just as anti-EU voters wanted to support UKIP rather than supporting another Euro-sceptical party such as Conservatives.
- Rise of single issue parties as a general phenomenon - local issues are important/dissatisfaction with government on particular issue(s)
- The **introduction of proportional representation (PR)** into Euro elections saw parties such as Scottish and Welsh Nationalists, UKIP and Greens achieving much more success than in First-past-the-post Westminster elections and this encouraged them to put forward candidates in all elections, council, parliamentary, devolved parliaments/assemblies and European parliament.
- The **amount of the deposit** candidates have to pay when they are nominated is relatively modest (£500) and the **threshold** of votes to be achieved is only 5% so the potential for discouraging candidacies has declined in relative terms

AO1: 12 marks  
(Total Section A: 12 marks)

## Section B

All questions in Section B examine AO4 - Students should be able to demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

Question 3(d) should be used to examine AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

3 (a) A valid conclusion is one which is supported by which one of the following? (1)

D deductive arguments

(b) Briefly explain whether the argument in Source 1 is inductive or deductive and why. (2)

Allow 1 mark for type and 1 mark for reason.

Statement 1 is INDUCTIVE.

A number of specific points are made, from which a general conclusion is reached.

(In inductive arguments such as this even if the premises are true and the argument is good, the conclusion is still only more or less probable.)

(c) The type of argument in the extract is: (1)

'This sets up a powerful contradiction for government, as Rob Allen, director of Rethinking Crime and Punishment, confirms: "Locking up young people who breach asbos does not sit well with the Government's stated policy of reserving prison for the most serious dangerous and persistent offenders."' (lines 22-25).

Allow 1 mark for:

B Argument from authority

(d) (i) Identify and write out one fact from Source 2. (2)

Allow one mark for fact - eg:

- 36% of those served with an asbo broke it
- Rob Allan, director of Rethinking Crime and Punishment

(ii) Identify and write out one opinion from Source 2.

Allow one mark for opinion - eg

- It certainly isn't all good news.
- In fact the whole thing is really a failure
- Maybe ASBOs just mean some other community is terrorised instead
- This sets up a powerful contradiction for government
- maybe the achievements are smaller than the claims and the whole approach is really a bit of a gimmick

(iii) Briefly explain whether a conclusion is better supported by a fact or an opinion. (2)

Allow one mark for each point - both facts and opinions should be referred to - eg:

- A fact is an objective statement which is verifiable
- Opinions are subjective and in themselves offer no guarantee of reliability
- Ideally opinions need facts (ie evidence) to support them

- (e) The conclusion in Source 1 is 'The policy works because the bad behaviour ends.' (line 18).

The conclusion to Source 2 is 'In fact the whole thing is really a failure.' (lines 27-28).

Which of these conclusions is better justified by the evidence and arguments presented? (4)

*You should apply thinking and analytical skills to assess the quality of the arguments and evidence used by the writer. You must relate your answer to the content of the passage and not give your own opinions on the topic.*

- There are facts in Source 1 which give reasons (eg evidence from the North Tyneside housing estate and from Northumbria Police) to support the conclusion The argument is inductive but the conclusion seems to flow logically from the points made.

- Source 2 contains an argument from authority quoting Rob Allen and assertions about other matters but there is little tangible evidence

- On that basis Source 1 appears to be better justified than Source 2.

Use the following levels mark scheme:

Candidate refers to specific facts or opinions or arguments in one of the statements	1 mark
Candidate refers to facts or opinions in both statements or refers to types of argument in one of the statements	2 marks
Candidate refers to both statements, pointing to facts, opinions or arguments and explicitly referring to justification of conclusion	3 marks
Candidate explicitly contrasts the two statements, refers to facts, opinions and types of argument and clearly states which conclusion is better justified and why	4 marks

A mark should be given for the level of written communication using these level guidelines:

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, where are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question too seriously, there may be serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

NB The Quality of Written Communication marks are not dependant upon the AO3 mark. Scripts must provide sufficient evidence for the assessment of AO2.

AO2: 3 Marks  
Total Section B: 15 marks

## Section C

All questions in section C examine AO3 and AO2.

**AO3** - Students should be able to marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions.

**AO2** - Students should be able to communicate clearly and accurately in a concise, logical and relevant way

- 4 **'In the past the nature of societies throughout the world was distinctive and their cultures and values differed enormously; sadly to-day the differences have gone and societies are now virtually identical.'** Examine the arguments for and against this view. (20)

The specification asks 'why do different societies and cultures have different value systems?'. Some candidates may wish to support the claim made, arguing that as a result of globalisation most people can use the internet, access information and communicate with people on the other side of the world. The appeal of Macdonalds is universal. Travel is easy and trade is growing all the time. Countries once thought backward - India, Japan, Korea, China are increasingly seen as economic powerhouses. Yet there are still significant differences in values, income and wealth. Religion ensures there are still significant differences in values between predominantly Christian or secular countries or those where many people are Muslims, Hindus or Buddhists. There are still significant cultural differences - eg in the role of women, attitudes to age, legal codes and punishments, attitudes to democracy - between many countries. Those who wish to argue strongly against the statement will point out that many jobs are being exported from the UK to China or Malaysia because workers in those countries are paid so much less than we are - this in itself demonstrates that significant differences between countries remain. Life chances in Africa remain limited - not least because of corruption and inability to deal effectively with AIDS. Most candidates may well wish to conclude that to say 'societies are now virtually identical' is probably wrong.

- 5 **If taxes were much higher on smoking, gambling, environmental pollution and on obesity caused by fast food and alcohol, the government could raise the same amount of cash as it collects now, achieve other policy goals and take the burden off the rest of society. Evaluate the view that the government should go much further in taxing the things it wants people to stop doing.** (20)

The specification refers to 'the nature and role of taxation'. We do already have high taxes on smoking and petrol to discourage them on health or environmental grounds - so the principle of using taxation not only to raise revenue for government spending but to make practices we wish to discourage much more expensive is already established. If the government was truly serious about this principle though they would not have backed down on the extra taxes they originally planned on petrol once world prices rose. The principle 'polluters should pay for the damage they cause' is popular among green enthusiasts but is challenged by businesses which see such taxation eating into their profits, no matter how much good the reduction in pollution might do to the planet. An 'obesity tax' would be a challenge to civil liberties and it is difficult to see how it could be levied, yet if some people are overweight not for medical reasons but simply because of over-eating, poor diet or lack of exercise, then it might be a very good idea to make them pay higher 'deterrent' taxes - if only to meet the costs of the extra health care they are likely to require. Of course if such strategies worked and did successfully discourage the practices discussed above, this would cause government revenues to shrink so any benefits to the rest of the population might be short-lived.

- 6 **'The lack of legal aid for all in modern Britain is a disgrace. There should be a National Legal Service largely free and available when needed by everyone who is accused or who feels wronged, just like the National Health Service looks after us when we are ill'** Critically assess the arguments for and against this view. (20)

The specification refers to 'the benefits and costs of legal aid' and it also asks 'how does the legal system work in the UK?'. In recent years help to meet legal costs has been much restricted with severe means testing that arguably denies justice to everyone except those far below any known poverty line or those in the millionaire class. The Legal Services Commission now runs two schemes - the Community Legal Service for civil cases and the Community Legal Service which

provides advice and/or representation for people on criminal charges. Most cases where individuals wish to seek compensation (eg for personal injury) are not supported by legal aid and individuals are encouraged to enter into 'no win no fee agreements' with legal firms. In the USA, the Gideon case gave every accused person the right to a lawyer but that right does not exist in the UK, though some people argue it should. We expect to have easy and cheap or no-cost access to a doctor if we have a medical problem and perhaps the same should be the case if we have a legal problem. At present in the UK, the only people who have such access are those who are able to pay the premiums to an insurance company which will provide legal services as and when the individual needs them. In a society where we speak increasingly of rights and responsibilities, equal access to legal advice and representation is an important provision and some candidates may prefer the proposal in the question to the position as it operates at present.

- 7 'The working population in Britain is now barely 50% of the total population, leading to a view that there is an urgent need to raise the retirement age to 70 or encourage at least 5 million young, skilled educated people to settle here from other countries.'  
To what extent do you agree with this statement? (20)

The specification refers to the human need to work - the 'work ethic'; compare economic and social factors; the needs of the individual compared to the needs of society; impact of work on the economy - GDP; taxation; welfare provision; infrastructure of society'. Many individuals may wish to retire at 50, 55, 60 or 65 but for the reasons stated in the quote it may not be in society's interests for them to do so. To try to increase the number of workers, government has made strenuous efforts to get those dependent on benefits back to work - eg single mothers and those claiming incapacity benefit but resistance has been strong and continuing. As people now expect to live longer, a retirement age of 70 might be acceptable for (even welcomed by) some, though many people do die shortly after they retire, so a higher retirement age might mean they have little non-work time in which to do 'all the things they ever wanted to do'. Since many jobs now have an increasingly technological focus, it may be thought those near to retirement are less likely to be comfortable or wholly proficient in acquiring the new skills and awareness of associated methodologies. The alternative could be to encourage younger people with qualifications to come to this country to restore the customary ratio between the economically active and inactive. Those who are hostile to multiculturalism will find reasons to oppose this as will the racist minority. The reality is that the greater the working population, the higher our GDP will be, the greater will be tax revenues going to government and a better standard of living for all should be the result. To do well on this question candidates will have to recognise the inevitability of the problem - one way or another the infrastructure of society is going to have to change - and along with it the resistance that is likely to occur to either of the policy options offered.

#### Level 2, 3 and 4 answers

Answers largely based on assertion - ie that do not include even a simple link between argument and evidence - will probably be located in Level 2.

'Interpretation' in Level 3 answers will mean that the answer does contain a simple explanation as to how the evidence or examples presented link to the writer's argument.

Note that a two sided essay placed in Level 3 will have to be fairly superficial, perhaps not well balanced, and will not contain a wide range of evidence supporting both viewpoints. One of the viewpoints may be a 'bolt on' rather than being fully developed.

Balanced exposition of two arguments contrasted against each other represents an early stage of **evaluation** and such answers should therefore reach the **lower end of Level 4**, even though such evaluation will be simplistic and inconsistent. It may take the form of just a simple juxtaposition of ideas/arguments or of raising simple questions about the quality of evidence. Sometimes such evaluation may simply be limited to the concluding section of the essay.

When candidates clearly explain why one argument is stronger than another, the mark awarded should be at the **higher end of Level 4** or maybe Level 5.



Marks for Section C questions should be awarded according to AO3 and AO2 level descriptors

AO3 Level Descriptors and Mark Distributions

No marks are to be awarded for answers that are completely irrelevant or frivolous.

	<b>Partial, incomplete and inconclusive answers</b>	
Level 1	Selects and marshals a limited range of evidence relevant to the question, but with no conclusion, implied or explicit.	1-3 marks
	<b>Limited answer with a simpler conclusion</b>	
Level 2	Selects and marshals a limited range of evidence to draw a simple conclusion, which may or may not be appropriate. There may be little explanatory comment.	4-8 marks
	<b>A developed answer with some interpretation which largely examines one viewpoint or looks at two sides of the argument in a simple manner</b>	
Level 3	Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions.  At the lower end, explanatory comment is simple and restricted.  At the top end it is:  either clearly interpreted and applied to a single view of the question  or addresses different views in a superficial way with few specifics and little or no development.	9-14 marks
	<b>A range of evidence with simple evaluation is used to examine contrasting viewpoints.</b>	
Level 4	Selects, interprets and begins to evaluate evidence to show clear awareness of differing points of view, and uses it to draw a justified conclusion or conclusions.  At the lower end, the range is limited and the evidence is evaluated in a simple way.  At the top end, the range is wider and the evaluation is more developed.	15-19 marks
	<b>A balanced answer evaluating a wide range of evidence.</b>	
Level 5	Selects, interprets and evaluates a wide range of information, concepts and opinions relevant to the question. Marshals and evaluates the evidence clearly and coherently to draw a justified, substantiated conclusion or conclusions.	20 marks

Total AO3: 20 Marks

A mark should be given for the level of written communication using these level guidelines:

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, where are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question too seriously, there may be serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

NB The Quality of Communication marks are not dependant upon the AO3 mark

AO2: 3 Marks  
Total Section C: 23 marks